

WHY IT IS IMPORTANT TO WORK FOR THE SUCCESS OF BILINGUAL STUDENTS

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ABSTRACT: *This article examines the different methods and approaches for motivating bilingual students, through which they can achieve success. In this way, they understand that they are no different from everyone else and can also be realized in different fields.*

KEYWORDS: *bilinguals, success, individual approach, game approach, motivation for success of bilingual students.*

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Introduction

In the education of children from linguistic minorities, it is of great importance to create a supportive environment for them at school. In the process of inclusion of every child whose mother tongue is different from Bulgarian, not only educators, but also specialists from various institutions with administrative competences in this field should be involved.

The first step is related to a study, the purpose of which is to make a comprehensive analysis of the educational needs of the specific child, related to the sociolinguistic situation in which he is placed. Based on this study, the educational program that is most suitable for this child is determined. In the study, the interviews with the child and his parents are of key importance, which are conducted through a native speaker of the relevant language and are aimed at determining the educational environment that would ensure the prosperity of the particular child.

Exhibition

The concept of bilingualism arises in connection with the study of the linguistic behavior of a person using two languages for communication. The need to define bilingualism is fundamental because there are numerous perspectives on what exactly the term bilingualism defines and means.

A number of researchers [10], [5], [7] focus on bilingualism. Each of them shares a different interpretation of the term. As Batia [2] shares, until now there is no widespread and universally valid definition of bilingualism and how it can be measured. In this sense, there are different conditions and characteristics that are described by the same term. Often this reflects a misconception about the connotation of the term. R. Fielding [3] analyzed the use of the term bilingualism and concluded that in some cases it is used in relation to the use of two languages, and in another - for several languages at the same time. In this sense, various authors use the term bilingualism instead of multilingual, multilingual or polylingualism [5],[12]. Some theorists share the idea that true bilinguals are those who "balance" the two languages and master them perfectly. As Fidana Daskalova notes:

"The bilingual person usually has the same degree and depth of command of both languages and is able to use them effectively in each case. A bilingual is able to keep the two linguistic systems separate so that he can easily switch from one to the other" [16].

Romain [12] is against the position that both languages should be mastered equally well, as he believes that it originates from a multilingual perspective and does not capture the essence of bilingualism. According to Romain [12], absolute balancing and equal written and oral command of the two languages is impossible and unattainable. Another example, according to the author, of the inconsistency and unbalanced mastery of the two languages could be that a person in one language can have a perfect command of the spoken side and in the other be very good at writing, even at an academic level. Similarly, Daskalova also notes that the above definition refers to the "ideal case of bilingualism" [13]. Grosjean [5] believes that bilinguals rarely master languages at the same level. In

recent years, the view that languages do not need to be mastered and used at a very high level has begun to emerge in modern research [5], [2], [12]. To be defined as bilingual, one must be a "functional bilingual" - the languages one speaks must be used regularly. This is considered an average option for determining the quantity and quality of languages used [5]. It is also necessary to determine the distribution of speaking, writing, understanding and reading the language. Some researchers believe that a person can be bilingual if they can speak and write in one language, but understand and read less ([1] Bloomaert, 2007). The most common definitions of the types of bilingualism are:

1. Simultaneous acquisition When raising a child from birth with two languages or when the second language is introduced before the age of three [9]. From the very beginning, although bilingual children may in some cases speak a little later than monolingual children, they develop both languages simultaneously and consciously separate and differentiate between them [8], [13]. This does not mean that they have the same competences in both languages [11].

2. Sequential acquisition in many cases, successive acquisition takes place as a result of family emigration to another country or if the child attends a school that is taught entirely in a foreign language [4].

„In recent years, Bulgaria has been looking for new ways to solve the problems related to the language development of bilinguals with a dominant mother tongue” [20]. The most popular of them is the use of teaching assistants in schools with predominantly bilingual students. Unfortunately, the implementation of the teaching assistant program has been hampered in many ways. First of all - it is not possible to be financially secured by the state, therefore it is carried out only on a project basis. At the moment, the only such national program is "Support for educational mediators", which helps teachers to motivate bilingual students for learning, funded by the Ministry of Education and Culture [17]. In addition, there is no system in the qualification of teaching assistants that prepares them as good specialists who can competently solve the problems accompanying the

teaching. And last but not least – there is no legal basis to regulate this type of training organization. All this dooms this program to failure.

The purpose of desegregation is for bilingual children to be taken out of their comfort zone and educated alongside students from the dominant ethnic group in schools with a proven high quality of education. Despite the good intentions, a number of problems arise with this organization of the education of bilinguals with a dominant mother tongue. It is clear that other solutions must be sought that do not change their environment, but at the same time stimulate it for learning. One of them is the provision of full-time education in primary school. This is especially useful for children from ethnic minorities, as it provides them with additional opportunities for effective mastery of the Bulgarian language, and hence for greater success in learning.

The organization of full-day training, however, presupposes the creation of didactic aids to be used in the afternoon classes. “Unfortunately, bilingual children do not have such educational aids and supplies that allow them to compensate for deficits related to the differences between the two languages - the mother tongue and the studied Bulgarian language” [20].

„Therefore, for the time being, additional language training for these children within the framework of afternoon classes is only one possible perspective. In order to achieve an equal start for education, it is necessary that these children be supported in mastering the Bulgarian language - especially in cases where they have not attended kindergarten, but are about to enter a preparatory group for compulsory pre-school training”.[20]. For this purpose, language training programs for children with poor Bulgarian language skills could be opened to these units. Such national programs became necessary several years ago and continue to this day:

➤ NP "Caring for every student" funded by the Ministry of Education and Culture, which aims to reach more bilingual students with difficulties in individual subjects and enables teachers to work with a small group of children [18];

- Project “Your Hour” [19]:
 - "Activities to overcome learning disabilities"
 - "Interest Activities".

The goals of these national programs are several:

- Development of learning skills, competences, creative and sports abilities of students in thematic areas that are outside of those included in compulsory school preparation;
- Overcoming the educational deficits of students who encounter difficulties in their preparation for compulsory activities at school and increasing their motivation to learn;
- Increasing the educational achievements of students in certain scientific fields;
- Involvement of a greater number of students in extracurricular activities by creating conditions for conducting inter-school events and initiatives that will combine the educational resources of several schools;
- Turning the school into a more attractive place for students, thereby reducing their premature leaving of the educational system, and building a higher confidence in their own abilities, thereby promoting their future social, professional and personal realization;
- Creation of effective mechanisms for the participation of the community and the parents/relatives of the students in the activities of the schools, which will support the selection of an effective set of extracurricular activities according to interests and activities to overcome the educational deficits of the students;
- Construction and implementation of a unified model for public monitoring of extracurricular activities of interest and of activities to overcome the educational deficits of students, which will ensure transparency of their selection and implementation and a variety of opportunities for the development of students' abilities.
- Application in extracurricular activities of electronic/multimedia/products to achieve accessible knowledge, sustainability of students' interests and motivating, positive environment.

And written in this way, they sound so easy and interesting, but in reality, when they start working on them, teachers face problems that they did not even think about.

In general, the following conclusions are drawn:

➤ In the Bulgarian education system, there is still no officially established uniform model of language learning in conditions of unbalanced bilingualism, which covers the entire period of education;

➤ From the kindergarten to the high school stage of the schools;

➤ In the scientific literature, there is a variety of researches on the teaching of the Bulgarian language in conditions of bilingualism. All of them have proven effectiveness, but their implementation in practice is not institutionalized;

➤ There is also a lack of a methodical system, according to which the training in the Bulgarian language in the 1st - 4th grade of the children from the linguistic minorities, who primarily use their mother tongue, will be carried out. However, in order to build such a methodological system, one must know the peculiarities of second language acquisition, which are predetermined by the influence of the mother tongue. This necessitates a detailed study of the bilingual environment of Bulgarian students of Roma and Turkish origin, which is the subject of the next part of the present study.

One of the priorities of Bulgaria as a member of the European Union is the provision of opportunities for the full development of every child and student. The problems in the education of students from minority groups are well known. The main problem with them is the presence of serious gaps in the command of the Bulgarian language, which has a serious impact on the education in mathematics and IT. "The closed family environment of these students leads to: poor vocabulary; absence of abstract concepts; lack of experience outside the family, group and minority community; lack of ability for social orientation, lack of motivation" [15].

Because of all this, many of the students drop out of school at a fairly early age. "The reason for them dropping out of school early is

the lack of motivation to master knowledge. Therefore, in their work, teachers should strive to implement innovative activity as an engine for the development of students" [13]. The main task of the mathematics teacher is to organize the learning process in such a way as to support students in learning the learning material, with the aim of obtaining more permanent and in-depth knowledge and skills for solving tasks and, respectively, better results.

In order to achieve better results in the learning of mathematics in bilinguals, a particularly important role is played by the motivation to work in class.

Over the past few years, we have witnessed revolutionary changes in the field of information and communication technologies. Obviously, these changes also lead to major changes in all spheres of life. For the field of education, the consequences are perfectly clear. The school must provide adequate training to its graduates and prepare them for the challenges of information technology (IT) that await them, not only in their future jobs, but also in everyday life.

The educational subject "Information Technologies" is practical, i.e. the knowledge gained by students is important to the extent that we manage to turn it into lasting skills for using the computer and software to solve practical tasks.

By using information technology, various practical tasks can be solved, and it is quite natural that when teaching students information technology, they solve specific problems arising from practice. The specifics of these tasks are very different from standard tasks in mathematics, physics, biology and other disciplines. With this in mind, there are several very important requirements to consider when composing, solving, checking, and evaluating these tasks. They are related to the goals we set for ourselves when assigning a specific task to students.

With the development of information technologies, e-learning develops its toolkit, offering both trainers and trainees new job opportunities. There are platforms of various types and characteristics that meet the needs of modern education. In some of them, you can

find opportunities for creating and checking knowledge, online discussions, publishing different types of multimedia information, creating team tasks, projects, etc.

The development of mathematical literacy is not related to the teaching of mathematics in school hours, but is aimed at the practical application of various mathematical knowledge. In the classes in which mathematical literacy is developed, we work with data, real tasks and the corresponding ways to solve them. This will make students develop higher-order thinking and stimulate their motivation to learn, showing them how combining several skills learned in school can help them with real-world problems.

"The role of the educational institution, whether it is a kindergarten, a school or a university, is becoming extremely important. The whiteboard and the marker have long ceased to be the attributes of the teacher. They give way to electronic resources and interactive methods for learning the learning material. In school, we know that students learn more willingly when the learning material is "translated" by teachers to meet student interests and pursuits. Knowledge gains its meaning when it is put into practice and its significance is "seen" not only in the form of evaluation or encouragement. The STEM-approach provides exceptional opportunities to combine competences from different fields of knowledge into a powerful tool for tackling tasks. Confidence in one's abilities and the perceived need for knowledge is a guarantee for building successful individuals capable of improving the world in which we live" [14].

"The introduction of modern interactive teaching methods increases students' interest in the lessons and their active participation in the learning process itself. Such practices are not new in European countries, but their widespread introduction and use of specialized systems in Bulgaria is just beginning. The rapid development of new technologies and the entry of computers and information technologies in all walks of life inevitably imposes appropriate requirements on the

education system as well – it must respond adequately to the need to train staff capable of using and developing new technologies” [6].

This is because by developing mathematical literacy we teach our students how to approach certain problems, how to translate real situations so that they can apply familiar mathematical tools to them to find solutions to problems and answers to their questions.

Conclusion

Why is it important to develop mathematical literacy? The results of the 7th and 10th grades of the Higher Secondary School, state matriculation exam, show that the students are seriously lagging behind in terms of their mathematical and reading literacy. But what does this mean in today's global world? People with low reading and math literacy have difficulty developing professional skills and mostly get low-paid jobs, but they also lack the motivation to work harder to get more. They settle for little because the environment they live in thinks this way and it is very difficult for a child to resist.

The two types of literacy are directly related to the learning of the material and the success of students in other subjects. Children of parents with low literacy in most cases suffer from the same problem and it is directly related to the cycle of poverty. Even more studies show that students with low literacy are much more likely to commit a crime than their peers.

People with high literacy and numeracy are more likely to be more productive and satisfied at work; as they are less likely to fall into a state of permanent unemployment and poverty.

Why should a concerted effort be made to this end?

➤ To have more motivated students to get more a good job and a better way of life.

➤ To perceive the subject "mathematics" as an opportunity for realization in life - builders, drivers, cashiers, all professions where mathematics is a necessity.

➤ To perceive the subject "Information Technologies" not as fun, but as a necessity, because computer literacy is required everywhere for a better paying job.

All this shows that the development of mathematical literacy cannot remain a commitment of mathematics teachers only, but it is important to become a priority for every student, parent/guardian, society and to be able to see how this knowledge will help them in real life. Life situations.

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